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Grand Avenue Middle School

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Grand Avenue Middle School is part of Milwaukee Public Schools (MPS), the state's largest school district. Downtown Milwaukee is visible from the school, which is set among businesses and homes in the older Avenues West neighborhood, just off Interstate 94. This tidy, modern school was created in the old Milwaukee County Emergency Hospital building. The hospital's original lobby area, with its arched windows and beautiful woodwork, is a distinctive reminder of the school building's hospital origins.

Grand Avenue Middle School opened in the fall of 1991, serving 680 students in grades six through eight. In 1995, a high school component was added with 50 ninth graders. The high school now serves about 200 ninth through twelfth graders. The student population is a culturally and economically diverse group from all areas of the city. Students in Grand Avenue come from more than 70 elementary schools. Eighty-five percent of them come to school on a yellow bus, and 15 percent live in the walk zone. About 54 percent of students are African American, 22 percent are Hispanic, 17 percent are white, 5 percent are Asian American, and less than 1 percent are Native American. About 69 percent of the middle school population qualify for free lunch, and about nine percent are eligible for reduced price lunch. An estimated 30 percent of the school's teachers are people of color.

According to the school's Mission Statement and Program Description, Grand Avenue serves the most diverse student population of the 21 MPS

middle schools. One-third of its students are enrolled in an exceptional education, English as a Second Language (ESL), or bilingual program. A large number come to Grand Avenue with test scores in the low percentiles and limited academic skills. For a variety of reasons, many students have previously struggled in the academic system, and when they enroll at Grand Avenue, many are older than the average middle school student.

The school's philosophy is that *all* students can achieve if given the opportunity, encouragement, and skills to do so. Raising the level of student achievement in basic skills is a major school concern. The goal is to have students make progress and reach their highest potential. To meet the needs of this diverse student population, Grand Avenue Middle School attempts to provide stable and encouraging relationships through an ongoing program of multi-age grouping. In addition, extensive after school activities provide additional learning experiences during hours known to be "high risk" in a child's day.

The "heart" of the Grand Avenue Middle School program is interdisciplinary teams working with multi-age students in integrated thematic instruction. This means that the *same* group of teachers works with the *same* group of students housed in the *same* part of the school as long as they remain at the school (three years). Grand Avenue has six middle school teams or "Families," each working with about 115 students. Each Family is like a school within a school and has a slightly different configuration based on the expertise of staff and the needs of students. Thus, each Family develops its own curriculum within the frameworks of school priorities and broad curricular themes and MPS Teaching and Learning Goals. Furthermore, each Family uses flexible blocks of time for in-depth projects and activities.

Implementation Strategies

The Wellness Promotion Project (WPP), which is the focus of this chapter, is a collaborative effort between school and community to address health and wellness issues. Early visionaries for the project included the school principal, a pediatrician affiliated with the Medical College of Wisconsin, and other community partners. A WPP work team, consisting of Grand Avenue and MPS staff, parents, and community partners, was established during the spring and summer of 1996. Through a collaborative process of planning and needs assessment, the work team identified health-care services, health education, and an introductory awareness of health-care careers as its main themes. Planning team members did not want to create an “add-on” program but to integrate strategies around these themes into the existing organizational structure of the school.

The following vision statement (with health broadly defined as physical, social, and mental) was drafted that fall:

- Grand Avenue students, families, and staff will develop and implement a plan for lifelong healthy practices, which includes respect and empathy for one another.
- Grand Avenue School will be a significant resource for families to appropriately utilize health services for health promotion, risk identification, and case management for acute and chronic conditions.
- Grand Avenue students, in particular historically under-represented students, will gain an understanding of health-related career opportunities and the relationship of these careers to our community.

Community Partnerships

Community partners have been vital to the initiation and implementation of the WPP. Children's Hospital of Wisconsin, Sinai Samaritan Medical Center, and the Medical College of Wisconsin have collaborated to provide full-time nursing services at Grand Avenue. Children's Hospital developed a grant proposal that was funded by the Children's Hospital Foundation for a full-time pediatric nurse practitioner at the school's Wellness Center. Sinai Samaritan provided start-up supplies and equipment, and physician support is coordinated through the Medical College of Wisconsin. Two graduate students at UW-Milwaukee, one in school psychology and one in school social work,

completed a year-long practicum experience at Grand Avenue, and several additional graduate students have been placed in the Wellness Center to provide counseling and evaluation services. The Marquette University School of Nursing has placed student nurses in the school one day a week to work with staff and students on health-related issues. Grand Avenue support staff oversaw these activities.

Community partners also play an important role in the health education curriculum. At the beginning of the 1997-98 school year, community resource people were asked if they would be willing to present to classes on topics of wellness. A resource list of interested speakers was developed for teachers, and these community partners were invited to monthly WPP meetings. A Wellness Fair in May 1998 involved more than 30 community participants who offered short workshops to all Grand Avenue students.

Funding Support

As previously mentioned, a grant from the Children's Hospital Foundation funded a pediatric nurse practitioner in the Wellness Center. In addition, the DPI's Action Research Initiative on Health and Safety Curriculum provided funding for a Comprehensive Health Action Research Team (CHART) to investigate and develop the health curriculum and to purchase resource materials. Other sources of funding within the school include the middle and high school budgets, Title I funds, a Carl Perkins grant, and Goals 2000.

Team Commitment

Commitment to the project, as demonstrated by countless hours of school staff and community members' volunteer time, has been instrumental in the development and implementation of the Wellness Promotion Project. Core team members (the school psychologist, family and consumer education teachers, nurse practitioner, school social worker, and guidance counselor) along with MPS staff and community partners put in countless hours to make the WPP successful. Examples include, but are not limited to the following:

- family and consumer education teachers working with a neighborhood parish nurse to define goals for health education;
- Children's Hospital of Wisconsin staff collaborating with the Sinai Samaritan Medical Center and Grand Avenue School to fund and equip a pediatric nurse practitioner; and

- university instructors from Marquette University and University of Wisconsin-Milwaukee working with Grand Avenue staff to plan activities for students.

Needs Assessment

Needs of students, staff, and families were assessed in a variety of ways by the WPP and CHART. Faculty were surveyed in September 1997 about their perceptions of the health and wellness needs of students in their school Family, with the need for increased nursing services at the school emerging as a priority. Grand Avenue staff were also surveyed in January 1998 to determine what health education needs were evident in students and staff. Student health education needs were prioritized in the areas of sexually transmitted diseases, healthy eating, and smoking prevention. Staff identified stress reduction, cancer warning signs, healthy eating, CPR training, and exercise as their own priorities. Family teachers were then surveyed in February to determine what health and wellness topics were currently being addressed in their curriculum. This survey indicated that many health topics were being taught, but there was little consistency across Families. Clearly, a more comprehensive plan for health education was needed.

Finally, parents attending spring conferences were surveyed to determine the health education issues that concerned them most. They indicated that they wanted their children to receive instruction in nutrition, substance use/abuse, sex education, and social and emotional health issues. They also identified after-school/summer activities and student safety needs as program priorities. Parents indicated that they would welcome help in the area of teen communication, especially concerning aggression and coping with anger. Finally, they identified a personal need for career information and college courses.

Healthy School Environment

As described in the introduction, Grand Avenue's philosophy that all students can achieve at high levels if given opportunities, encouragement, and skills is the basis for a learning structure that attempts to put this philosophy into practice. The foundation of this structure is the Family—interdisciplinary staff teams working with multi-age students in integrated thematic instruction. The entire diverse student population is fully included in this structure, a practice that

works against marginalizing or stigmatizing students with labels. Through shared ownership and common responsibility for the learning of all students, team members attempt to foster a climate of acceptance and support within the Family and the school. The system of having students remain in the same Family for three years helps to meet the students' need for stable and encouraging relationships. Project-based instruction and emphasis on multiple intelligences provides opportunities for students of differing talents to excel and be recognized for their accomplishments. Finally, the multi-age classroom is conducive to students' acceptance of a wide range of abilities.

Students begin each day in small Advisor/Advisee Groups, during which staff monitor attendance and progress while bonding with and supporting students. The school utilizes an Honor Level Discipline system in which students receive behavior reports daily in these groups. As students commit infractions, they receive demerits that may result in such consequences as cold lunch rather than hot or a drop in their honor level. Students need to be at a specified honor level to participate in such school activities as dances and field trips. During this time at the beginning of the day, groups may celebrate birthdays, write in journals, watch "Grand Avenue News" (a closed circuit television program put on by different students), and engage in a variety of other learning experiences.

The Wellness Promotion Project is embedded in this overall system. Together the learning structure and the WPP attempt to foster a healthy school environment in the sometimes "chaotic" lives of students, many of whom face difficult challenges both inside and outside of school. Dawn Overbeck, Grand Avenue's Learning Coordinator, refers to the WPP as a "pillow" that can soften some of the difficulties in students' lives. At the same time, school staff recognize that students and their families have strengths that grow out of and can help them overcome these challenges. Overbeck goes on to say, "There are a lot of negative things going on around the kids' lives. So if the Wellness Promotion Project in its entirety, in its circular approach can begin softening some of that, we can begin looking at strengths. We can begin looking at what helps somebody bounce back." This is echoed by social worker Nancy Young, who says, "As a social worker, rather than coming from an area of what the families are lacking, I normally look for what their strengths are and work on that aspect. The same with the kids."

Like the broader school system, the WPP attempts to address the whole child. According to school psychologist Marcia Staum, “It becomes great when it’s no longer a [wellness] program, when it’s part of the school. The line between what is a wellness promotion program and what is Grand Avenue School is very fuzzy. The fuzzier it is, the better we are. You can’t say, ‘Well, Ropes [Ropes and Challenges Curriculum] is wellness promotion and peer mediation is, but science is not.’ That’s not it. I mean it all fits, and so you know it’s just part of the vision and mission of the school.”

Curriculum, Instruction, and Assessment

Health education is a major aspect of the WPP, and integrating health education into the existing structure at Grand Avenue was the focus of effort during the 1997-98 school year. The leadership vehicle for this work was the Comprehensive Health Action Research Team (CHART), which was funded by the DPI’s statewide Action Research Initiative on Health and Safety Curriculum, Instruction and Assessment. This multidisciplinary team included the school psychologist, social worker, guidance counselor, two family and consumer education teachers, and the nurse practitioner. As part of a three-year process, the group explored two action research questions:

- Can a meaningful health education curriculum be developed and implemented with the ongoing structure of Grand Avenue School?
- What is the impact of the school/community collaborative efforts on the Wellness Promotion Project?

Developing and Implementing the Health Curriculum

Integrating health into the Family curriculum: The development of a “workable” health curriculum and integrating it into the overall curriculum efforts of all six middle school Families was emphasized during the 1997-98 school year. After consulting with staff and conducting the needs assessment (discussed in the section on Implementation Strategies), the CHART team decided to arrange recommended comprehensive school health curriculum topics into a three-year rotation that corresponded with the science curriculum. Each year was further divided into three com-

ponent parts. The team met with science teachers for input prior to the curriculum’s development. These teachers indicated that they wanted resources and materials that were easily available yet flexible enough to modify the curriculum to meet their individual needs. Because teachers did not have time to search out materials for themselves, the CHART team explored resources available in the school system and school library. In addition, Cooperative Educational Service Agency (CESA) 1 funds were acquired to help purchase needed materials.

In an effort to effectively deliver the health education curriculum to teachers who would actually teach it, the team developed three sets of health “crates” for each of the middle school Families. Each crate contained materials for one trimester of health education, including unit outlines, resources, and suggestions for learning activities such as speakers and field trips. These crates were developed during the summer of 1997 and distributed at the beginning of the 1997-98 school year.

Through collaborative meetings with science teachers and others who were interested in health, it was decided that each middle school Family would take joint responsibility for integrating health into the ongoing Family curriculum. Instead of assigning health to be part of the science curriculum, the science teacher was asked to make sure that health was covered in the Family. This strategy resulted in the health curriculum being integrated into other aspects of the curriculum besides science as well as giving a large number of staff the opportunity to teach health.

Assessing the Family health curriculum: Assessment is an ongoing aspect of the action research process and provides a framework for subsequent action. Major CHART findings on the use of the health curriculum crates within the Family structure are described in this section. First, all of the Families used the health crates and offered health curriculum in a variety of ways. Five of the six Families used the teaching team to teach health; core Family teachers, as well as fine arts and vocational education teachers, taught health for a time during the school year. One Family assigned the teaching of health to one teacher. Health was taught opposite physical education in four of the Families. One Family offered health in two-week rotations opposite fine arts and vocational education. One Family offered health as a traditional class.

Family teacher teams were interviewed each trimester and always responded positively to the health crates and the efforts of the WPP to bring health education to all Grand Avenue students. All Family teams reported that the health crates were helpful, contained more than enough age-appropriate material, and afforded a good amount of teacher flexibility. In addition, they found the materials to be of interest to students, focusing on common sense, practical life skills. Teams highly valued the individual help provided by the family and consumer education teachers. Two contact teachers indicated that some of their teachers wanted more structure for individual lessons.

Students received independent grades in health in five of the six Families. While traditional grades are not used at Grand Avenue School, students receive a Rubric assessment on SCANS competencies and skills; classwork is evaluated on the basis of work quality and completed assignments. Work quality and completion are scored on a five point scale: 1 = Unacceptable; 2 = Improvement Needed; 3 = Satisfactory; 4 = Good; 5 = Excellent. When these grades were averaged across the five Families that graded health, the averages were 3.0, 2.7, 2.9, 1.9, and 3.4, suggesting that students had overall produced satisfactory work quality in health.

As part of the health curriculum all students started an individual health portfolio, which contained some of their class work in health, answers to probing questions on reflection sheets, and their responses to a health history questionnaire. In addition the portfolio contains the results of the health screening provided by Marquette University student nurses enrolled in a community health nursing course. The screening consisted of students' height/weight, measurements, blood pressure, and vision.

Integrating health into Advisor/Advisee

Groups: The previously described Advisor/Advisee Group time at the beginning of the school day provided another vehicle for health instruction. The WPP team reviewed health/wellness videos in order to supplement this advisor/advisee program and provided advisors with worksheets for use with the videos. On alternate Tuesdays these were shown to students on the all-school audiovisual system. Video topics covered during the first trimester were self-esteem, study skills, good nutrition, conflict resolution, bullying, anti-smoking, and peer pressure. Faculty rated both the videos and worksheets, with videos rated con-

sistently as very good to excellent and worksheets averaging at very good. Advisors requested worksheets for their advisory group by returning their worksheet folder, and these requests were also tallied to determine interest in the worksheets. Requests for worksheets ranged from 72% to 96% of the advisors.

In addition to videos and worksheets, advisors were provided with a packet of booklets and informational pamphlets on topics related to wellness. Advisors reported that although the information was readily available and interesting to students, there was insufficient time during the advisory to make use of them. Thus, the materials will be used in other ways in the future.

Ropes and Challenges Curriculum

Ropes and Challenges is an adventure-based counseling curriculum that provides students with small group activities aimed at fostering social skills and positive mental health. Through Ropes and Challenges, students learn to treat others safely and with respect, to work hard, and to have fun.

All-School Activities

In a further effort to minimize planning time on the part of individual teachers, the Wellness Promotion Project planning team organized many all-school events on health and wellness. Some events during the 1997-98 school year included but were not limited to the following:

- Grand Avenue School participated in the *Great American Smoke Out*. Students received information on the negative effects of smoking through their health classes. A related advisor video portrayed teens talking about the pros and cons of smoking and offered suggestions on how to say "no" to smoking. "No smoking" messages were broadcast during announcements for one week.
- A play about making positive choices against alcohol and drugs was presented to all students.
- An effort was made to inform all students about sexual harassment using an advisory video that focused on its negative effect and booklets for each student that were discussed in classes.
- An all-school Wellness Fair was held, during which 30 presentations were offered to small groups of students over the course of the day. Students attended two presentations during their physical education time.

Pupil Services

Grand Avenue School supports the emotional and social needs of students by funding a full-time school psychologist, social worker, and two full-time guidance counselors. They make up the school's supportive services team, which works on broader all-school or Family interventions as well as targeted students; counseling and home visits frequently focus on the issue of attendance. The team shares the philosophy that providing students with tools that they can use inside and outside of school is a significant aspect of their work. In the words of the school social worker, "It comes out of the philosophy that we cannot have students learn just in the seven hours that they are in the building. [We can] at least attempt to give them tools to work with for the rest of their hours of the day. We in the school need to have the ...ability to react to their whole world. Because we're only here seven hours or eight hours out of the day, and the rest of the day they're out in the rest of their world, which at times can be quite chaotic. So if we can give them the tools for it, then they're far more likely to succeed."

Prior to the development of the Wellness Promotion Project, Grand Avenue did not have a strong physical health-care component, with a public health nurse at the school for only an hour or two each week. As school staff began to meet regularly with interested community partners in 1995 to define the health-care needs of students and their families, the need for school-based health care emerged. Because so many students and their families are living in poverty and/or are underinsured, preventive health-care needs such as routine screening go unmet. Thus, the Wellness Center, an extension of the typical school nurse office, became an important aspect of the WPP, along with health education and career awareness.

Because of the WPP, school-based physical health-care services are now provided to Grand Avenue students through the services of a pediatric nurse practitioner, whose salary and fringe benefits are funded with a grant from the Children's Hospital of Wisconsin Foundation. Her responsibilities have included developing policies and procedures for the Wellness Center, vision and dental screening, immunizations, providing health-care services to students (including limited well-child checks; illness/injury visits; writing prescriptions, as appropriate; and individual health education), and education and consultation to the school's health-care team. The work of the pedi-

atric nurse practitioner is supported by the efforts of a public health nurse who is assigned to the building for about a half-day a week.

Graduate students in nursing, school social work, and school psychology also make significant contributions to the Wellness Center. The additional school staff efforts required to supervise graduate practicum students has several benefits. When graduate students are added to the WPP team, Grand Avenue students have more opportunities for intervention. The process of supervision also requires staff to stay up to date in their professions, and this improves the quality of interventions. Finally, graduate students also benefit from a placement that offers innovation and opportunity for teaming with other support professionals.

A total of 508 students visited the pediatric nurse practitioner during the 1997-98 school year. Visits were most often due to physical crises, first aid, chronic illness, and/or follow-up individualized health education visits. Of these students, 219 were seen for one visit, 229 were seen 2-4 times, and 124 were seen five or more times (31 were seen more than 10 times). In addition, the pediatric nurse practitioner administered 255 doses of medications to students. When students visit the school's Wellness Center, the pediatric nurse practitioner says she tries to consistently incorporate health promotion and health education. For example, if a student reports hurting an ankle while rollerblading, she will ask what was already done about it and discuss ways the student can help the ankle heal. "It is related to esteem. It is related to taking care of themselves so that they're not always dependent on their parents," she said.

A total of 555 students were seen in individual or small group sessions at least once by the school psychologist, social worker, or guidance counselors. Of these, 198 received ongoing services. Sessions were for resolution of crises, school planning, and/or ongoing emotional or psychological counseling, evaluation, or home visits. Group sessions focused on school adjustment, anger control, social skills, and issues of loss. A total of 69 students were enrolled in groups, with 37 of them receiving both individual and group interventions; 129 students received ongoing individual counseling. Parental participation was an important aspect for all students receiving counseling, and 92 students received a home visit by the school social worker.

The City of Milwaukee Health Department provided two in-school immunization clinics that ad-

ministered Hepatitis B vaccinations. Through collaborative work with the pediatric nurse practitioner, 112 doses of vaccine were given.

Student Programs

Grand Avenue Middle School provides a wide range of after-school activities to engage students constructively during hours of the day when they might otherwise engage in less-constructive, unsupervised activities. These include arts-oriented activities such as art club, drama club, forensics, debate, drumming, and dancing as well as physical activities such as intramural sports.

In addition to the programs described in the above section on Pupil Services, Grand Avenue offers an array of co-curricular programs specifically designed to foster student learning and resilience. Some students have one-on-one mentors; tutoring is available during school hours by university volunteers and after school by Family groups; support groups are offered for such specific populations as teen mothers, African American males, and so forth. Some programs, such as the requirement of 20 hours of community service, are designed to provide opportunities for students to use their skills to benefit their community. Other community service-oriented programs include Students Against Violence, Environmentally Concerned Students, and the Pennies and Pocket Change for Peace Foundation. In all these programs, the focus is on using and building on student strengths.

Teens Who Care

Teens Who Care combines community service with leadership training. The school social worker facilitates this group of 13 students and trains them in leadership skills. The teens also attend several Teens Who Care events involving students from 17 other Milwaukee middle schools to gain additional leadership experience. They use these leadership skills in several all-school activities. For example, they initially spent time learning about hunger in the community and then coordinated an all-school food drive for the Hunger Task Force of Milwaukee. The group organized a basketball game as an incentive for food contributions, which totaled over 200 pounds. Teens Who Care also participated in the Wellness Fair as hosts and as presenters, including students who talked about gang issues and their impact on everyday life in their families and community. This proved to be a

powerful experience for the presenters as well as students who participated in the discussion.

Career Awareness

Another program for students is the career awareness initiative, which is the third theme of the Wellness Promotion Project. One component of this program at Grand Avenue Middle School involves all eighth-grade students meeting with guidance counselors to begin to plan for further education and career goals. They receive guidance as they begin to make important decisions regarding high school and are encouraged to explore several career interests. In addition, the advisory period at the beginning of the school day is used to educate students about a variety of career opportunities. On alternate weeks, all students view a video about careers on the all-school audiovisual system and fill out a survey that assesses their interest in the featured career.

Community resource people in a variety of health-related careers were also contacted during the summer of 1997 to see whether they might be interested in speaking to students at Grand Avenue about their work or a particular health topic. Speakers then received background information about the school, the WPP, and health education efforts, and their names and potential topics were incorporated into a resource list for teachers that includes more than 30 names.

Adult Programs

Staff Development

Grand Avenue's professional development plan is designed to support the Milwaukee Public Schools K-12 Teaching and Learning Goals, with particular attention being given to the new required eighth-grade proficiencies. One day per week throughout the school year (Wednesday from 3:15-4:15) is designated for professional development, with scheduled activities two Wednesdays per month. A team that includes the learning coordinator, teachers, and a community partner creates the schedule. The majority of presenters/facilitators are Grand Avenue staff members. Health education, along with peer coaching/mentoring, portfolio assessment, technology, multiple intelligences, and performance assessment, has been addressed in staff development sessions. Staff are expected to develop a professional portfolio to demonstrate mastery of new skills, and appropriate student data will show achievement over time.

Now in its third year of implementation, staff have deemed this staff development design successful because it first became a regular vehicle for staff learning. It also involved a large number of staff at all levels of experience and covered relevant topics developed from staff suggestions. Finally, since the majority of sessions involved Grand Avenue staff as presenters/facilitators, they were easily available for ongoing consultation and feedback.

Grand Avenue staff also have access to a systemwide employee assistance program provided by Milwaukee Public Schools. A health education and promotion piece is also included in the weekly staff newsletter, and staff as well as students have access to the low elements Ropes and Challenges structure on the front lawn of the building.

Family and Community Connections

Family Involvement

Grand Avenue's Parent Empowerment Policy sets forth the belief that parents are a vital link in the learning process as the child's first and most important teacher and advocate. Thus, the school offers numerous vehicles for parent involvement. For example, parents shape policy and curriculum through several groups such as the School Development Council (SDC) and Parent Empowerment Project (PEP), take part in parent conferences and "Family Fun Nights," and participate in student assessment by joining panels that score proficiency tests or review student portfolios. Furthermore, Family "learning plans" must demonstrate strategies for parent involvement. The following Grand Avenue programs specifically promote parent involvement:

School Development Council (SDC): The council consists of parents, staff, and community members. It designs programs, creates budgets, decides curriculum direction, and makes and assesses policy.

Parent Empowerment Project (PEP): A major function of the PEP is to promote consistent and individual contact with students' families and to include them in the school community in a comfortable and meaningful way. Some specific activities include calling homes to encourage attendance at conferences, meetings, and other events; encour-

aging and arranging for parent volunteers to work in the school; distributing student incentives for attendance, All Stars behavior, and so forth; organizing all school events such as Family Fun Nights, Fine Arts Night, Volunteer Appreciation Dinner, or "Read-Alouds." Two paid parent assistants, who are in the school on a daily basis, coordinate PEP activities.

The input of parents and families has been similarly sought in the Wellness Promotion Project. Initially, a parent advisory group was formed to help establish policies and procedures for WPP as a whole and for the Wellness Center. However, since parent attendance at meetings was inconsistent, advisory group members were systematically telephoned to get their input on Wellness Center procedures, medication procedures, and so forth. As described above, parents were also part of the needs assessment during parent conferences. The WPP also presented information to the School Development Council on Wellness Center policies and procedures. The school is committed to intensifying its efforts to include parents in all phases of the WPP.

Community Involvement

As is evident in prior descriptions of Grand Avenue's curriculum and programs, the school has several long-term community partnerships. The Wellness Promotion Project, which benefits the whole school and community, is an excellent example of a School to Work partnership that involves Children's Hospital, Sinai Samaritan Medical Center, the Medical College of Wisconsin, Marquette University, UW-Milwaukee, and other community partners. The WPP holds a formal community partner meeting each month. These are a continuation of planning meetings historically held on the second Wednesday of each month, with topics varying throughout the year. Three general feedback/planning meetings were held at the beginning, middle, and end of the 1997-98 school year. Two monthly meetings were devoted to each of the topics of health education, health-care service delivery, and career awareness. Attendance at these meetings ranged from 12 to 30 participants.

Although other community partnerships with the school are too numerous to mention here, following are some other school/community relationships related to health and wellness.

- One Family had a yearlong relationship with a natural bakery that supplied "brainy bagels"